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ABSTRACT

This afternoon remedial and enrichment program was offered to inner-city low income children (grades 3-8). About 75 percent of the children were black, 20 percent white and 5 percent Puerto Rican. Remedial instruction was offered in reading and mathematics. Average class size was six pupils; these small groups allowed for better diagnosis of needs and individualized instruction. Enrichment teachers taught classes in art, music, industrial arts, and physical education. Children's gains were measured by the California Reading Test and the California Arithmetic Test (Forms W and X) in 1966-67. No test data were collected in 1967-68 and 1968-69. Test scores for 1966-67 showed, however, that pupils achieved a mean gain of five months in reading achievement and six months in arithmetic during the five months between testings. (KG)

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AFTERNOON REMEDIAL AND ENRICHMENT PROGRAM

Buffalo, New York

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Elementary Program in Compensatory Education 2

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BUFFALO, NEW YORK

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FOREWORD

This project report is part of an independent study of selected exemplary programs for the education of disadvantaged children completed by the American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., under contract with the U.S. Office of Education.

The researchers report this project significantly improved the educational attainment of the disadvantaged children involved. Other communities, in reviewing the educational needs of the disadvantaged youngsters they serve, may wish to use this project as a model - adapting it to their specific requirements and resources.

Bureau of Elementary and Secondary Education

AFTERNOON REMEDIAL AND ENRICHMENT PROGRAM
BUFFALO, NEW YORK

Introduction

Children in this program were provided with learning and enrichment experiences in their schools during after-school hours. They were taught individually or in small groups by qualified teachers.

The children participating were from the city's target areas. About 75% were Negro, 20% were white, and the remaining 5% Puerto Rican. Pupils ranged in age from 9 to 13 years and attended grades 3 through 8. They came from heterogeneous inner-city neighborhoods in which the occupations of heads of families varied from unskilled to professional, with some receiving welfare.

Project children were selected by the principal with the assistance of the classroom teacher. Achievement test scores and the teachers' estimates of the child's reading or arithmetic level were used as a basis for selection. In most cases, referrals were one or more years below grade level.

The program began in January of 1966 and has continued through the 1966-67, 1967-68, and 1968-69 school years to the present. In 1966-67 there were 4,365 pupils from 27 schools who participated in the program, with an average daily attendance of about 2,400. About 25% of these pupils were from parochial schools, with the rest from public schools. In 1967-68 the total enrollment had dropped to 2,484 from 29 schools. Only 4% of these pupils were from parochial schools. This change was due to a reduction in the funds available for hiring teachers.

An evaluation of the 1966-67 program showed that pupils enrolled in the program made a mean gain of 5 months in reading achievement and 6 months in arithmetic during the 5 months between testings. The California Reading and Arithmetic Tests were used in the evaluation. No test data are available for the 1967-68 and 1968-69 programs.

Personnel

A. Project Administrator

The project administrator worked half time in the program. He held an MA in Administration-Supervision and had 7 years' experience as an assistant principal. He assumed responsibility for the direction of the program, planning the details of each phase.

B. Assistant Project Administrator

There was one full-time contract teacher with 8 1/2 years of experience in inner-city schools who acted as assistant administrator. He was in charge of the administration and supervision of the program. His duties included conducting in-service meetings, ordering materials, and supervising and evaluating personnel.

C. School Administrators

These were principals and assistant principals of the schools in which the program took place. They numbered 27 to 29, and were part-time on the program. They were responsible for administration of the program within the school. They selected the children to be included in the program, worked with the teachers in selecting materials, and handled communication with the parents.

D. Remedial Teachers

In 1966-67 there were 253 remedial teachers, 135 in mathematics and 118 in reading. In 1967-68 that number was reduced by about 20%. All of the remedial teachers were certified by the Buffalo Board of Education. They were regularly employed teachers working in the schools participating in the program. Their duties included planning the children's activities, providing instruction, administering tests and recording results, and submitting weekly reports of activities.

E. Enrichment Teachers

In 1966-67 there were 70 enrichment teachers. Their certification and regular employment was similar to that of the remedial teachers. They taught classes in art, music, industrial arts, and physical education. Their activities were similar to those of the remedial teachers with the omission of testing duties.

F. Librarians

They were responsible for dispensing books to the project students. Ten of them worked in the program, all part time.

G. Psychologists

Four psychologists gave assistance on a referral basis to children with learning problems. They served the program only part time.

H. Clerks

They typed weekly attendance reports, payrolls, final reports, and performed general record keeping duties. They worked part time, and numbered 27-29.

In addition to the above, 27 crossing guards were employed to provide for the safety of the children at dismissal time, and 27 engineers and custodians were in charge of maintenance at the schools.

Methodology: General

The program had the following stated objectives:

To help the children of the target area use time not usually spent in school to improve their abilities in reading and mathematics.

To make available to these children enrichment programs to develop their skills in these areas.

To give the children of the target area a place to spend their time usefully.

To meet these objectives, the facilities of the participating schools were made available for use 3 days a week for 1 1/2 hours at the end of the regular school day. Children attended one remedial and one enrichment class each afternoon that the program was in session for 1 1/2 months--a total of 66 days.

The classes were taught by regularly employed teachers from the participating schools. Each class consisted of six children and was 45 minutes in length. Small group and individual instruction enabled teachers to better diagnose needs and to concentrate upon development of required skills in reading and arithmetic. It also allowed for a closer relationship between teacher and child.

The choice of teaching methods and materials used in the corrective classes was left up to the individual teacher for the most part. Since the classes were individualized to meet the needs of the children, class structure and content varied widely. Teachers were encouraged to use novel approaches which would increase interest and motivation. The administrators checked plan books and made daily observations to maintain the quality of instruction.

The program used the instructional materials and audio-visual equipment which was available in the classrooms for use during the regular school day. In addition, each teacher received an allotment from which to purchase any other materials that were needed. Remedial reading teachers could also order from a small materials list.

Audio-visual materials were widely used. Audio-filmstrips and films inspired great interest among the children, who were also able to participate more frequently in the playback use of tape recorders. Educational games were employed as a new approach to learning, and children were provided with workbooks which they used at school and could take home.

Enrichment classes were offered in art, music, industrial arts, and physical education. The school gymnasiums were kept open and supervised

recreational activities were available to the children. Enrichment classes were designed to provide the children with new interests and skills.

Attempts were made to involve parents in the progress of their children. Parent councils met once every 3 weeks in 1967-68 to discuss possible changes in the program. Teachers were asked to contact every parent to arrange a conference. Culminating activities were carried out at the end of the program and parents were invited to an open house to see a display of their children's work.

Methodology: Specific

A. Corrective Reading

An example of the approaches employed in the program to increase motivation was the use of experience charts in building individual biographies. Children discussed the types of facts to include in biographies and compared their histories with those of the other children before writing their compositions.

B. Corrective Arithmetic

A visit to an arithmetic class might produce the following observations: "Some children were making clocks with movable faces as part of their lesson on telling time; others were watching a filmstrip for an introduction to division; and a third group was learning about fractions with colored plastic blocks." This description is typical of the individualization and emphasis on concrete examples of number theory in the arithmetic program.

C. Enrichment

As an exercise in industrial arts, boys and girls constructed an entire room, complete with flooring, windows, electric wiring, etc. Other examples of the emphasis on providing the children with new interests and skills were: an introduction to the piano in music, the teaching of acrobatics in physical education, and a lesson on charcoal sketching in art using other students as models.

D. Materials

The following reading and arithmetic materials were available to supplement those already in the classroom:

1. Mathematics - The Growth in Arithmetic Series (Harcourt, Brace, and World), and the Liquid Duplicators for Mathematics, Grades 1-6 (Continental Press).

2. Reading - The American Book Co. Basic Readers, The Reader's Digest Skillbuilders, The Educational Service Inc. Teachers' Handbooks, The Educational Reading Service Inc. Third Grade Classroom Library, and Adventures With Paperbacks Set, and the Lyons and Carnahan Phonics We Use Kit.

Evaluation

A. Measures of Achievement

The initial half-year of the project (January to June, 1966) was a period of organization during which administration details were worked out and the responses of students, teachers, and administrators were assessed. No data were collected at that time.

In 1966-67 the California Reading Test and the California Arithmetic Test (Forms W and X) were used to determine gains. Lower Primary, Upper Primary and Elementary editions were employed as appropriate.

The tests were administered by the project teachers to all pupils who were in attendance on the testing dates. The pretest was administered on November 10 and the posttest on April 20. A total of 802 children were present at both pre- and posttesting in reading, and 944 in arithmetic.

Tables 1 and 2 show the mean gains made by the children in reading and arithmetic. The figures are based on the entire population of pupils who were present at both testings.

TABLE 1

Average Reading Gains in Grade Equivalents for Pupils in the Afternoon Remedial Program 1966-67

Grade	N	Pretest Mean	Posttest Mean	Mean Months of Gain in 5 Months
2	10	1.9	3.3	14
3	28	2.8	3.4	6
4	319	3.6	4.1	5
5	239	4.2	4.8	6
6	187	5.0	5.5	5
7	13	5.9	6.4	5
8	6	5.0	5.7	7
Total	802			5

TABLE 2

Average Arithmetic Gains in Grade Equivalents
for Pupils in the Afternoon Remedial Program 1966-67

Grade	N	Pretest Mean	Posttest Mean	Mean Months of Gain in 5 Months
2	6	2.0	2.6	6
3	16	3.2	3.7	5
4	338	4.1	4.6	5
5	253	4.8	5.5	7
6	258	5.6	6.4	8
7	37	6.9	7.5	6
8	36	7.3	8.0	7
Total	944			6

As can be seen from the tables, the project pupils made mean gains in arithmetic and reading at all grade levels which were equal to or greater than the time between testings.

No test data were collected in 1967-68. Evaluation that year was in terms of anecdotal statements from principals and teachers. Results from the 1968-69 school year had not been collected at the time that this report was compiled.

B. Other Evaluation Indices

The reactions of all groups involved in the program were generally positive. Administrators and teachers thought that the program was effective. Teachers particularly enjoyed working with small groups in a relaxed atmosphere. Students showed their support of the program through regular participation. The average yearly attendance was 50 days out of 66. Parents also took an active part in the program. In 1967-68 a total of 368 parents attended council meetings and 737 parents attended parent-teacher conferences. From 184 responses to a parent opinion poll in 1966-67, 179 stated that their children had benefited from the program.

Budget

The program was financed in full by funds from ESEA Title I grants.

The total cost for operating the program for one year was approximately $420,000, with 75% spent on salaries, 12 1/2% on instructional supplies, and 12 1/2% on custodial costs.* There were no appreciable start-up expenses.

*Since the project pupils and personnel used the schools after the regular school day, the entire cost of the daily cleaning of classrooms, gymnasiums, and other rooms had to be assumed by the program.

The per pupil cost for 1966-67 was $83.

The main items of expenditure were:

A. Personnel

1	**Project Administrator**	**part-time**
1	**Assistant Project Administrator**	**full-time**
27	**School Administrators**	**part-time**
323	**Teachers**	**part-time**
10	**Librarians**	**part-time**
27	**Clerks**	**part-time**
4	**Psychologists**	**part-time**
27	**Crossing Guards**	**part-time**
27	**Engineers**	**part-time**
27	**Custodians**	**part-time**

B. Instructional Supplies

In addition to the equipment available in the classrooms, each teacher received an allotment from which to purchase any other materials that were needed. In 1967-68, remedial reading and mathematics teachers received $40 each, while music teachers received $100, art teachers received $300, and industrial arts teachers $400. Remedial reading teachers could also order from a materials list which contained 14 workbooks with teachers editions, two series of paperbacks, and one games kit. A set of textbooks and duplicating masters were supplied for the mathematics teachers, and teachers' handbooks were available for art, music, physical education, and reading.

C. Custodial Supplies

All supplies such as soap, wax, and cleaning cloths necessary for cleaning the schoolrooms were purchased by the program.

Modifications and Suggestions

The project staff suggested that paid school aides be chosen from the community to work in the schools. This plan would increase community participation in the program while providing the teachers with needed classroom assistance. The duties of the aides could be determined by the classroom teachers. Typical duties would be to help the children to select library books, to play phonics games, and to assist the teacher in reinforcing lessons. A pilot program using 185 aides is being conducted in the 1968-69 school year. Results, in terms of community and teacher support, have been very encouraging.

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